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VOL. XVIII

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No. 7

Special Number

RESEARCH

Newer Appraisal Techniques in Language.... J. WAYNE WRIGHTSTONE

Principles of Growth and Maturity in Language... JOHN E. ANDERSON

Unpublished Studies in Elementary School English,
1941 MARGARET HAMPEL

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New Books for Boys and Girls..... MIRIAM BLANTON HUBER

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THE ELEMENTARY ENGLISH REVIEW

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No. 7

Newer Appraisal Techniques in Language*

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*Bureau of Reference, Research and Statistics
Board of Education of the City of New York*

THE MEANING of language as used for this discussion of newer appraisal techniques includes grammar and usage, literature, vocabulary and reading comprehension. In a limited space it is difficult to give any detailed information about the instruments of appraisal which may be mentioned. It is rather the present purpose to give an overview of the newer trends of appraisal techniques in language and to permit any one who is interested in any special technique to explore or to examine it in detail at some more appropriate time and place. Techniques for each of the subjects or phases of language will be discussed in a subsequent section of this paper.

Newer trends in Grammar and Usage.

The newer trends in grammar and usage, first of all, are represented by objectively scored or semi-objectively scored tests. Although not primarily a test of language usage, M. B. Stephenson and R. L. Millett have devised a test en-

titled "Test on Manners." This is an objectively scored test in which the pupil is asked to choose one alternative choice regarding the proper conduct in situations involving social usage or manners. Many of the items involve language in situations which are a part of a vital and modern language curriculum. It would seem desirable to construct a test more directly related to language usage along the same lines as those in Stephenson and Millett's test on manners.

Many test technicians and many teachers believe that one of the best tests of language is the written and spoken products of a pupil. This would tend more and more to emphasize the use of improved scoring of essay examinations or of written products of pupils. In recent years this method of appraising children's use of language has been applied in a number of testing situations.

*Read before the meeting of the National Conference on Research in English, Atlantic City, N. J. February 25, 1941.

In the Regents' Inquiry into the Character and Cost of Education in the State of New York, grammar and usage were scored in actual samples of pupils' written work by the construction of a scoring key which gave scorers the permissible forms of grammar and usage, together with an indication of the numerical values assigned to each of the aspects of grammar and usage in arriving at a total score or index. This method provides for the objective scoring of an essay examination or written product.

The College Entrance Examination Board has employed similar methods of scoring for grammar and usage to analyze and to rate objectively samples of the pupil's actual written work. In addition to grammar and usage it has been found possible, also, to obtain indexes by means of the improved scoring of the essay examination of the pupil's ability to organize his materials and to express his ideas with facility.

In an evaluation of creative writing in New York City schools the following criteria of judgment were set up and illustrated by graded examples of children's writing in prose and poetry. The criteria were: (1) the originality of ideas and themes or the original treatment of ideas or themes; (2) facility of expression — ease, finish, richness, variety in main ideas with subordination of minor ideas as opposed to halting or awkward expression.

The scoring, or assigning of values according to the criteria of originality and facility of expression, was made by using the equal-appearing interval technique. Several judges were asked to sort the samples of the creative writing into eleven piles, representing eleven points on a scale from 0 to 10. Three independent raters, for example, might assign to the creative poem of Pupil A the values 8, 9, and 8, respectively, which would

average 8.3. The same raters might assign to the creative poem of Pupil B the values of 5, 5, and 6, which would average 5.3.

Analysis indicates that when the average rating of three or more judges is taken and when criteria of judgment have been defined and illustrated, the average rating shows close agreement with the average rating of any other group of three or more independent qualified raters. For one class of pupils the average ratings of one set of three judges were correlated with the average ratings of another set of three judges and showed a correlation of .91.

In summary, it may be said that the newer trends in the techniques for the measurement of grammar, usage and composition may be classified as improved methods for scoring of the essay examination or pupils' written products. These methods depend upon a careful formulation of standards and values which the teachers, or scorers, apply to an actual sampling of a pupil's written work. Not only are technical matters such as grammar and usage rated by these methods, but also creative writing may be judged and rated for qualities of originality and facility of expression.

Newer Appraisal Techniques in Literature.

Testing techniques for appraisal in literature have been constructed most notably for discrimination and appreciation. Most of these newer appraisal techniques in literature have tended to be of the objectively scored type of instrument. An attempt has been made in the Co-operative Literary Comprehension Test, for example, to provide a valid measure at the high school level of both speed and comprehension of such insights and abilities as the student's perception of the mood of a selection, his emotional re-

actions to a passage, his recognition of mood or feeling, and of the tone of the passage, whether it is facetious or serious, animated or matter of fact, satirical, humorous, or burlesque. It would seem both possible and desirable to devise similar tests of literature comprehension for elementary school pupils. These tests could use essentially the same construction techniques which have been used for tests at more advanced levels of mental and chronological development of pupils. Such new developments await an awakened interest in the purpose and objectives of teaching literature at the elementary school level.

Appreciation has frequently been used as one of the objectives of teaching literature. It has usually been defined by such evidence of student behavior as entering into the reading of a selection in a sympathetic mood, identifying oneself imaginatively with the characters or materials, participating emotionally in processes, situations, moods, or events, and identifying oneself with the author in his development of techniques such as word pictures and plot. Few techniques are available for evaluating this objective. Several questionnaires on appreciation have been constructed by the Evaluation Staff of the Progressive Education Association. In these the student responds to items which indicate his enjoyment in reading, his curiosity about reading, his identification with characters in his reading, his expressive activities stimulated by reading, and the relation of reading to social attitudes. The name of the questionnaire developed by the Evaluation Staff is "A Questionnaire on Reading Interests and Outcomes." The test is divided into two parts. Part I aims to discover the interests developed in reading books and Part II purports to measure the influence that the books might have had

upon the pupil, especially on insights into certain life problems. There seems no particular reason except lack of time and effort for adapting a questionnaire on appreciation for elementary school pupils. The beginnings of such questionnaires have been made at the high school level because funds and personnel have been available there. The elementary school pupil will probably not be neglected for long on these tests of literature appreciation.

Some of the latest methods of appraisal which hold promise in the field of evaluating discrimination of literature have been constructed in experimental forms by the Progressive Education Association. Certain parts of a test entitled "An Interpretation of Literature," for example, provide an index of the ability of the student to discriminate with regard to workmanship or techniques of the plot, climax, and characterization in a short story. Another Progressive Education Association test which has appeared recently in tentative, mimeographed form is entitled "Critical-Mindedness in Reading Fiction." This test attempts to measure the ability of the student to recognize the quality of reality in the story, the reasonableness of the plot, and certain technical factors.

As with other tests of literature appreciation and discrimination adaptations of the Progressive Education Association test can and should be made for the elementary school pupil. It is assumed, of course, that some of the aspects dealt with in the test at the high school level may be too complicated and difficult for the elementary school child. Such parts or aspects of the test may either be omitted or have other parts adapted to the elementary school pupil substituted for the omissions.

A test of contemporary reading, prepared in tentative form by Dora V.

Smith, University of Minnesota, for the Regents' Inquiry into the Character and Cost of Public Education in the State of New York, offers some worthwhile suggestions for gathering evidence about the discrimination of students in the books and magazines they read as well as motion pictures they see and the radio programs to which they listen.

This test was devised to cover a selection of the children's books of recognized interest and value published within the last twenty-five years. Alternate items on knowledge of juvenile books generally recognized as inferior from the point of view of social and literary values were inserted into the test. These items included such titles as the *Big Little Books*, the *Bobbsey Twins*, *Tom Swift*, and *Nancy Drew*. Recommended titles in alternative items included books like *Millions of Cats*, *Caddie Woodlawn*, *The Good Master*, *The Earth for Sam*, and *Smoky*. Dr. Smith reports that results showed boys and girls at every level of the school system were more familiar, on the average, with inferior books than they were with good ones. More interesting, however, was the variation in growth in individual schools. In some of them, the lead of good books over poor ones increases in each successive grade. In others, inordinate emphasis upon a few set classics beginning with the ninth grade is paralleled by a sudden spurt in the reading of inferior books outside of school.

Measuring Reading Interests.

Reading interests may be represented, perhaps, as having several dimensions or aspects. One of these dimensions may be defined as expressions of preferences or tastes for reading about a range of topics or subjects. Another dimension of reading interests may be defined as observed preferences in reading which depend up-

on observation of what a student actually reads rather than what he says he would like to read. A third dimension of interests may be applied to either expressed or observed preferences in reading, namely, the maturity, the depth, or the intensity of reading on various topics or subjects.

An appraisal technique based upon observation and experimentation has been used more or less widely. Investigators have observed the reading habits of pupils in libraries and of adults in public libraries and on subway trains or in other situations. Some have studied the reactions of pupils to different selections read aloud to them. Others have used a combination of techniques. One investigator, for example, has combined the interview and the questionnaire techniques in his study of the reading interests of gifted children. Waples and Tyler used a questionnaire to study what people want to read. Another technique involves the use of cumulative diaries, logs, or journals kept by students or teachers. The most recent applications of this technique are the Eaton Book Report, The Cumulative Reading Record of the National Council of Teachers of English, and the Reading Records formulated by the Evaluation Staff of the Progressive Education Association. In the Progressive Education Association reading record, each entry in the student's log of books, newspapers, and magazines read, is assessed for maturity in accordance with a predetermined scale of values set up by a jury and by a special formula for that purpose. Thus it is possible to obtain the average maturity as well as the range of a student's reading interests.

Newer Appraisal Techniques in Vocabulary.

Recently Margaret Koopman, Mt. Pleasant State Teachers College, Michi-

gan, has devised a test based upon the assumption that words or vocabulary, especially in the natural or social sciences, cannot be tested adequately by the item technique of synonyms. This is represented by the dimension of vocabulary in which a range of meanings is to be attached to a word or concept. "Democracy" may be chosen for an example. The meanings which apply to this word may range in a political sense from its definition as a form of government in the United States to a form of government in England or France. The range of meanings may be extended in a social sense to include democracy as a method of administering social groups and organizations such as schools and clubs. This meaning may be extended in an industrial sense to include methods of administering industrial organizations so that the employer and employee have their interests adequately represented in the organization and administration of an industrial enterprise. Koopman has proposed that words or concepts, preferably presented in a context, should be associated with a range of meanings or definitions. Obviously these meanings cannot be presented as one-word synonyms, but frequently must be expressed in the form of phrases, sentences, or even paragraphs. Undoubtedly adaptations of the tests devised by Koopman can and should be made at the elementary school level. It is reported that Dr. Lorge of Teachers College, Columbia University is working upon a vocabulary test for elementary school pupils which incorporates some of the features of the Koopman technique.

An interview technique has been used by Dewey to evaluate and diagnose difficulties in reading, particularly the vocabulary of students in history. This technique is perhaps better used for diagnostic than for general survey testing purposes.

Certainly research is needed to explore and to designate the values which may inhere in the suggested techniques of vocabulary appraisal such as those used experimentally by Koopman and Dewey. For certain technical terms and concepts such techniques may be supplemented by pictorial as well as by verbal responses to define key terms and concepts.

Newer Appraisal Techniques in Reading.

The aspects of reading for which newer appraisal techniques are indicated here will be kept more or less strictly limited to those aspects in which newer tests of note have appeared. For the most part these will deal with various aspects of reading comprehension.

Comprehension: apprehending meanings. In early reading tests comprehension was regarded as a generally undifferentiated ability. More recently its definition in terms of the functions or abilities tested has been extended through cumulative analysis and research to show that different comprehension tests measure different aspects of reading comprehension. According to reading experts scores yielded by a single test in reading are frequently interpreted as measures of reading capacity as a whole, despite the fact that students may vary in their power to understand other types of materials or subject matter read for purposes other than those demanded by a single test. If results are to be interpreted correctly the functions measured by each reading test should be accurately and fully described.

Reading scales have been and are being constructed for testing the following types of comprehension: (1) ability to give direct details; (2) ability to give implied details; (3) ability to give general sense of a paragraph; (4) ability to determine whether or not a definite idea is stated; (5) ability to give reference to

objects, words or thoughts previously stated; (6) ability to determine whether stated ideas are true or false; (7) reading to understand precise directions; and (8) reading to predict the outcome of given events. Tests which incorporate some of these types of comprehension are the Shank Test of Reading Comprehension and the Iowa Every-Pupil Test of Reading Comprehension.

Interpreting data. In addition to the components of comprehension that have been classified under "apprehending meanings," other aspects of the interpretation of the material read are increasingly included in reading tests. These may be conveniently classified under (1) ability to explain or support the ideas apprehended, (2) ability to evaluate or appraise the author's idea, (3) ability to make deductions and draw inferences on the basis of facts presented, and (4) ability to generalize or draw conclusions.

The experimental tests of Strang and Martin at Teachers College, Columbia University, offer fruitful methods of measuring various aspects of interpretation. To this list should be added also the tests for interpretation of data in the social studies incorporated in the *Test of Critical Thinking in the Social Studies* published by the Bureau of Publications, Teachers College, Columbia University. These tests present data in paragraph, tabular, or graphic form followed by a series of inferences each of which the student is asked to check as true, probably true, or false on the basis of facts provided in a paragraph, table or graph.

Although the discussion thus far has stressed new-type objective tests, they are not the only techniques for appraising comprehension and interpretation in reading. Dewey has shown the usefulness of the interview as a technique of appraisal. Stalnaker, who has at various

times recommend the essay for what he calls the open-book examination, lists the following values for this technique of measurement:

The values of the open-book examination are many. In the first place, it puts the emphasis upon the most vital objectives of the course—to teach the student to see the situations in their entirety, to see relationships between facts, to utilize facts to solve problems, to evaluate facts, to infer from one situation what will happen in a similar case, to organize facts from various sources.

The essay examination has been criticized at various times because of the unreliability of marking from individual to individual. This circumstance can be explained by a number of factors: namely, disagreements among scorers as to what is being measured, disagreements regarding the weighting of various elements of an answer, differences in standards of grading responses, and differences in interpreting a question or its purport because of poor construction of the question. Stalnaker has indicated various ways of minimizing these shortcomings. First, he has suggested that essay questions may be formulated so as to require a restricted answer, definitely related to the objective or objectives to be tested by this question. The restricted essay question allows a clearer definition about what is to be scored and about the intent of the question. Second, the essay examination should be graded for one purpose at a time. Other purposes should be graded at separate readings of each paper and grades assigned separately. For example, if one grade represents the student's ability to interpret data, it should be marked at one reading and the student's organization of the facts should be marked separately. If student's attitude toward ideas or phenomena dealt with in the question are to be scored, they should be scored separately. Third, teachers who

score the papers should first decide for what the question is to be marked and should formulate an ideal answer and agree upon a certain number of points for each significant part of the answer. Several papers should then be read independently by several readers to determine whether the grading scheme is workable. Better than one ideal answer is an exhibit of several scale sample answers assigned intermediate scores according to their worth. By such methods the grading of essay examinations may be improved.

Applying ideas gained through reading. The components classified under the category, applying ideas gained through reading, include (1) ability to apply ideas read to the solution of problems, and (b) to utilize the facts secured to acquire a broader understanding or different attitudes in specific fields of study. Few attempts at measuring these factors have been made. The Strang-Martin tests provide a method of appraisal in which an attempt is made to go beyond comprehension to the understanding of relationships inherent in the material and to inferential thinking based upon the material contained in the passage. Tests of ability to apply principles and facts in mathematics, social science, and natural science fields have been developed experimentally by the Evaluation Staff of the Eight-Year Study of the Progressive Education Association. The student is presented with a new situation, and is asked to apply correct principles and to select appropriate reasons for applying the principle or idea to the situation. The name of this test is "Application of Principles." Tests of Application of Principles or Generalizations at the elementary school level will probably appear in greater numbers within the next few years.

Measuring work-study skills. Study skills, from the point of view of testing and appraisal, have usually been concerned with the ability to read maps, graphs, charts, and tables, to use a table of contents of a book, to use the index of a book, and to find references. Test B: Work-Study Skills of the Iowa Every-Pupil Test of Basic Skills is a good example of this type of test.

Measuring Library Skills. Closely related to work-study skills are library skills, involving the effective use of library privileges, the techniques of drawing and returning books, the numbering or filing system of books, and the like. Tests on the use of the library by Boyington, Barker and Reed provide some new developments.

Measuring attitudes in reading. Attitudes are here defined as those beliefs influencing the thinking and activities of the student to which reading may reasonably be expected to contribute. So far as reading is concerned, they deal largely with the formation and modification of opinions toward other races or peoples, political concepts and processes, social and natural science phenomena, and ways of acting in personal-social relationship.

Part II of the test, "Interpretation of Literature," by the Evaluation Staff of the Progressive Education Association deals with both the reader's and the author's social attitudes toward objects and ideas dealt with in a literary selection, and Part III deals with moral and ethical attitudes in reading by tests especially related to reading content. After reading a condensed version of O. Henry's story, "A Municipal Report," the student agrees or disagrees with such statements as:

A. *The small town is proportionally as rich in human drama as New York or San Francisco.*

Principles of Growth and Maturity in Language*

JOHN E. ANDERSON
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THE MODERN studies on the development of language from infancy onward, have yielded many interesting and striking results. While it is impossible in a short time to cite chapter and verse, some of the more outstanding generalizations can be summarized.

Language development begins between the ages of twelve and eighteen months and moves forward with such dispatch that by the age of six years, on entrance to the first grade, the child has a vocabulary of twenty-five hundred different words and uses every part of speech and every form of sentence.

Quantity of Experience.

The extent of the child's practice and the amount of his concern with spoken language is amazing. The child of four will speak from ten to twelve thousand words in a single day. If this figure is multiplied by 365 days for the year, and then by three or four to cover the years in which this development is taking place, totals that far exceed anything in the way of practice that can be produced within the confines of the schoolroom or an educational experiment are obtained. The significance of these figures should be clearly emphasized. The linguistic ease of the five- and six-year-old is the outcome of a tremendous concern with language, literally millions and millions of specific bits of practice. And the quality of the child's linguistic product is in part the result of this quantity of experi-

ence, since it has afforded the opportunity for the organization and integration of the skills involved.

Quality of Experience.

But this experience has been had in a context which may be of high or of low quality. The child's nervous system by virtue of its innate characteristics does not distinguish between good and poor language forms. It uses whatever language and means of communication the environment affords and builds up its own expressions within that context rather than apart from it. Many studies have shown that language development is positively related to socio-economic status and cultural level. Studies of twins show that the young twin is retarded because he imitates the poor speech of his fellow twin rather than that of older children. And the only child has been shown to be advanced in the quality of language expression because he imitates the speech of more mature persons. There are also studies which show that the quality of language can be improved by deliberate instruction. In an environment of high linguistic level the child learns good forms of expression; in an environment of low linguistic level, he learns poor forms of expression. In other words, the need for and value of language to the child are so great that he acquires the patterns which the context provides, irrespective and independent of their value in terms

*Read before the meeting of the National Conference on Research in English, Atlantic City, N. J. February 25, 1941.

of conventional standards. And his proficiency in spoken language is attained without knowing the formal rules of grammar. In fact, the spoken language has reached ninety per cent of its mature level when judged on the basis of sentence structure, before the child even knows that grammar exists. And it might be pointed out, by way of a footnote, that primitive tribes exist with highly developed languages and rigorous usage, to whom the knowledge that someone can work out the grammar of their language comes as an amazing revelation.

The Social and Personal Utility of Language.

The basic factor in the development of the child's skill in spoken language is his early discovery that speech is the primary social tool with which he can secure what he wishes and can modify and affect the behavior of others. And in almost all situations he has an audience, i.e. other persons to whom his language is directed. Hence spoken language evolves in a *person to person* relation in which the child has something to say, and that something which he says is important both to himself and to others. And spoken language is an effective tool in *this person to person* relation, whether it is in precise grammatical form or not. Thus spoken language in the early years is a real and not an artificial system of symbols to the child, is directly related to the situation in which he finds himself, and when used produces effects in his environment. The presence of linguistic play and of what Piaget calls egocentric and syncretic modes of thought or expression in the young child must not hide the main current of language development, i.e. its increasing use for social purposes. Hence the student of child development always questions the value of language instruction which

is far removed from the particular context in which the child lives and which is not of social utility to him in some fashion within that context.

Upon the child's entrance to school, much of his social activity, which has previously been free and easy, is inhibited or repressed by the very nature of the schoolroom situation. Twenty or thirty children cannot all speak at once. Because the child is unable to express himself whenever he wishes in this new and inhibited situation, the greater part of his subsequent practice in oral expression is likely to be relegated to the home circle or the playground. And it should be noted that the studies on bilingualism and those on normal language development stress the greater weight of the home and play language in determining final spoken patterns.

Soon after school entrance the child acquires another system of symbols which consists of reading and writing, instead of speaking or acting. For many years the school is engaged in building up the child's capacity to read and write and often confines the greater part of his educational activity to those modes of expression.

Students of language development feel that the differences between spoken and written language are so great as to almost constitute separate arts. In China, the two have become greatly different. Recently in our own country radio workers have found that written material goes badly over the air and have developed various techniques to preserve the color, ease, informality and appeal of the spoken language. And if we compare the development of spoken and written language in the child, the nature of these differences becomes apparent. May I summarize some of them under the following heads:

1. *Rate of acquisition.* Skill in spoken language builds itself up rapidly, whereas skill in writing comes slowly.

2. *Quantity of experience.* In part this difference in rate of acquisition can be traced to the quantity of experience had by the child. The amount of practice in writing from the first to the eighth grade is at the outside not more than the equivalent of two weeks' practice in oral expression had by the child at the age of four or five. In two weeks the four- or five-year-old will speak nearly a hundred and forty thousand words, if our recorded data are typical and accurate. How many children during eight years of elementary schooling write one hundred and fifty thousand words apart from routine copying?

3. *Excessive criticism:* The mother of the young child is interested in hearing him talk and both encourages him and permits him to talk on at a great rate. She may make corrections from time to time. But even if we calculated the proportion of criticisms made by the most critical mother to the total number of words spoken by the child, the resulting figure would be very small indeed. But if the same comparison were made for written language in the classroom, the figure would be very high. I have seen corrected children's compositions in which every single expression or sentence was criticized in one fashion or another, grammar, punctuation, capitalization, etc. If this ratio is extraordinarily high, its main effect in my opinion is either to reduce the child's motivation to such an extent that writing becomes distasteful or to produce a good proof-reader. In either event, the child does not feel at ease when writing. It is also quite possible that the work books so widely used also train for proof-reading rather than writing. My point is essentially that the excessive criticism to which the child's

writing in its early stages is subjected, is exactly the opposite of the situation which facilitates the acquisition of spoken language in the young child.

4. *Ease of assignment.* The ease with which written work can be assigned to a class and its convenience for the teacher constitute another important difference. All the children in the classroom can write, while all the children cannot talk at the same time. Hence written work can be used to keep children busy whether or not it makes any contribution to their well-being. And undoubtedly the very ease with which topics for written work can be assigned, irrespective of their interest for children, contributes greatly to children's feeling that writing is dissociated from life situations.

5. *The audience.* The greatest difference between written and spoken language, however, comes when we think of the audiences to which they are addressed. Spoken language is a form of social intercommunication in a *person to person* relation. It takes place in a functional situation in which it is used to secure effects or to influence other people. The written composition on the other hand, is for the teacher and gets its entire meaning from the teacher's reactions. It has no audience except the teacher and is done for the specific purpose of achieving a grade rather than to influence action or feeling. I recall a boy who got along rather badly in his English for a while because he insisted upon writing compositions on topics of personal interest to him. One day insight came and his grades improved greatly. When asked about it he said, "I found out what the teacher wanted and wrote my compositions for her, not for myself. Then I began to get good grades." And it is rather striking that so many of our outstanding modern writers have developed in the hard school of the newspaper

rather than in the academic environment. In our terms they have always been writing for an audience for a practical purpose. With the spoken word the audience is there, immediately present, to be influenced or changed by speech. For the experienced author well along in his mastery of the written symbolic processes, an audience is also present. But for the child, writing is done for the teacher, not for an audience and hence, unless great care is taken, it seems far removed from life. From the developmental point of view, an audience to be influenced or changed by the language is the most important feature of the process of intercommunication.

While writing this paper, I interviewed my thirteen-year-old twins, a boy and a girl, who had just completed the eighth grade. I felt that children as the consumers of language instruction might make very practical comments. Both of these children object to being told to write on any topic that they choose, and likewise to being assigned a single topic. They prefer a list of topics from which they can choose the most interesting one. The boy said he did not like compositions about dental or health topics, or about "Why you shouldn't shoot out the windows of the school with BB guns," because he thought such topics were boring. He did say, and his sister agreed with him, that writing about the excursions to the art museum or to industries or talking about them was fun because there was always something to write or say on returning. When I asked what writing they enjoyed most, they said they liked working on the mimeographed school paper. The boy said, "You do a better job if you know every kid reads it." If I interpret these remarks aright, they point to certain general principles, one of which is clearly that the children are not fooled by a topic given them for

an ulterior purpose—the child writing about moral matters for his own good lacks any feeling of language as social inter-communication because he is both writer and audience. The excursions to the museums and the industrial plants possess reality because the child has had an experience and wants to tell or write about it, regardless of the audience, while the school paper is both real and has an audience.

On one point, not previously raised, both the children were in agreement, namely, that there was too much variation in teaching language from grade to grade. They said, for instance, that one teacher had given them nothing but poetry and had talked about poetry all the time, while another had given them grammar all the time, and the next teacher had not emphasized grammar at all. Part of their difficulty may arise out of an arrangement of the curriculum which is not understood by children and which they see only as the teacher's own idiosyncrasy. But there is also an obvious problem of the vertical integration of language material which must be met. Thus the girl, asked about grammar, first remarked, "Well grammar's a mess." When pressed for a more specific comment she went on to say that she thought some grammar ought to be taught all the way along instead of being introduced suddenly and all at once. And even within a well-planned and vertically integrated curriculum there may be so much variation in the practices of individual teachers that children become confused and seek only to follow the wishes of the particular teacher without clear realization that linguistic skills are of general value in a wide variety of life situations.

Both children confessed to some feelings of inadequacy when it came to their present writing and said that they felt more practice in writing should be given

in the grades. And they preferred that writing be home-work rather than class assignments because they said they spent the whole class period thinking about what to write instead of in writing. And I could not quite make out whether or not these feelings grew out of the situation that most of us, no matter how expert, face in the difficult task of organizing our thinking upon paper, or truly represent an inadequacy in quantity and type of writing experience. But perhaps it is the latter because both children expressed a feeling that they had too much work with work-books and too little "real writing."

In closing, we may attempt to formulate the general principles which, from the child development point of view, would seem to hold in the building of an instructional program for grade children in the language arts. In a sense these principles describe a child-environment relation that will facilitate spoken and written linguistic skill. There are seven, as follows:

1. The general context should be stimulating and of high quality and should provide much opportunity for participation in language activity, both oral and written.

2. Within this context there should be developed materials, excursions, and situations in which the child has a high degree of personal interest and which will generate within him a feeling of the need of communicating his experiences to others. These specific experiences should be adapted to the child's level and should have an exciting quality. Formal exercises far removed from the child's life do not provoke spontaneous language. The amount of talking or writing done is more important than the topic.

3. Reading materials that will be read avidly and which are related to children's

interest should be chosen. For instance, the eleven-year-old boy is often far more interested in science, mechanics or invention than in poetry or fiction.

4. Language, both spoken and written, should be viewed by both teachers and children as a primary tool of social intercourse, operating in a speaker or writer audience relation rather than as literary art. Neither speaking nor writing is done for its own sake, but as means for modifying the behavior of others. This involves emphasis upon form and structure, because good form and structure facilitate intercommunication. But emphasis upon form and structure in and for themselves imposes upon children false values which they quickly detect.

5. Since the child passing from grade to grade is the same child, a problem of vertical integration arises. The teacher should know what has gone before and what is to come, and should not permit her own idiosyncrasies and emotional values to confuse the child. And back of the teacher there should, in my opinion, be a planned curriculum—not necessarily in terms of traditional subject matter, so much as in terms of the experiences to which the child is exposed. And this also implies horizontal integration, i.e. the effective tying in of linguistic processes with other school subject matter.

6. From the beginning there should be a clear recognition of the fact that skill comes only with substantial opportunities for its practice and organization in meaningful relations. Mere casual concern with momentary interests will not produce long-time effectiveness. And as children move along in their educational experiences larger blocks of linguistic experience developed about more remote goals and more substantial projects, furnish the opportunity for degrees of skill that can never be obtained by

Unpublished Studies in Elementary School English, 1941*

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PART I

ABSTRACTS OF UNPUBLISHED STUDIES

Adams, Effie Hayte. "Accomplishment of White and Colored Children on Certain Language Skills." University of Iowa, Iowa City. 1940.

Four hundred of the 1939 Iowa Every-Pupil Test of Basic Skills, Part C, were administered to 200 white and 200 colored pupils in the Marion County, Texas schools. In the light of the evidence secured, the white pupils are superior to the colored pupils in their accomplishment in the basic reading skills.

Altman, Carrie Rouse. "A Diagnostic Study of the Fifth Grade Pupils of Perry Elementary School, Special Emphasis on Reading." University of Florida, Gainesville. 1940.

Barber, Katharine. "Poetry Selections for Children, Age Six or Under." University of Iowa, Iowa City. 1940.

Given a group of poems which are somewhat within the child's range of understanding and with which the mother or teacher is familiar, even the child who is six years old or under will enjoy listening to poetry.

Barber, John Morton. "Objective Grammar Maintenance Drill for Tenth Grade." University of Iowa, Iowa City. 1940.

Eight principles are stated and the drill procedures for the point as used in this thesis discussed under them.

Barghahn, Kenneth Carlyle. "The Effects of Sentence Diagramming on Eng-

lish Usage and Reading Comprehension." University of Iowa, Iowa City. 1940.

Comparisons were made between data secured from two selected groups of 40 ninth grade pupils before and after one group was given six weeks of intensive diagramming drill. From the standpoint of silent reading and English correctness, diagramming is not functional grammar. Instruction in diagramming results only in a significant increase in diagramming itself.

Burns, James William. "Specific Capitalization Situations in the Writings of Seventh Grade Pupils." University of Iowa, Iowa City. 1940.

The materials of this study comprise 1408 themes and letters written in classroom situations by seventh grade pupils in 55 schools in 45 communities. In conclusion the writer lists the rules which should receive additional class instruction. Social utility and frequency of occurrence in seventh grade writing are the bases for the selections.

Campbell, Justine Tandy. "A Study of Word Group Frequency Found in Elementary School Readers." University of Cincinnati, Teachers College, Cincinnati, Ohio. 1940.

Nature of the Problem. Within the past decade, teachers and administrators have developed a growing realization of the fact that reading is of basic import-

*A report read before the National Conference on Research in English, February 22, 1941, in Atlanta City, New Jersey.

ance in the elementary school curriculum. This importance is due, in part, to the relationship of ability in reading to achievement in other school subjects, and to efficiency in the activities of daily life. Much of the low scholarship, retardation, failure, and elimination from elementary school is directly traceable to the poor reading ability of the child. Realization of this situation by educators has resulted in a demand for, first, a more careful analysis of the reading situation, and second, a more detailed study of the textual material placed in the hands of the child in the early elementary grades.

Related Information. Previous studies have indicated that immature reading ability is found, not only among children of low mental level, but is also of frequent occurrence among children of normal or superior mentality. Causes of this reading immaturity are not as yet completely known. Some of it may be attributed to the fact that in many schools the class size is over large and consequently precludes the possibility of much individual instruction of the pupil by the teacher. Individual diagnosis and training of the child by the teacher are particularly necessary in the early school grades. Failure to provide for such needs means that some children will not achieve complete mastery in the use of the tools with which elementary pupils must work.

It seems necessary, then, to discover the various types of ability which distinguish the adequate from the inadequate reader, and how these characteristics may be recognized. A review of previous studies of effective reading indicates that mature reading ability is characterized by the following factors: (1) Correct eye movements; (2) Few fixations per line; (3) Wide span of recognition; (4) Rhythmic progress

along the line; (5) Ability to group words into thought units; and (6) Great familiarity with the appearance of words and considerable experience with sentence structure.

Purpose of Study. Hence, it is necessary to discover the type, or types, of word groups which the intermediate grade child will meet in his daily reading of school texts, in order to have a measure for determining the extent of his academic illness and a basis for remedial and corrective procedure. Consequently, this study attempts to present a scientific foundation for teacher emphasis on the child's acquirement of some of the tools necessary to achieve mature ability in reading.

Techniques. This is a normative survey of word group frequency as found in an examination of 50,320 sentences in fourth-, fifth-, and sixth-grade readers. Each construction has been selected for examination at this particular level with reference to: (1) courses of study in grammar; (2) findings of previous examinations of the reading and writing of children of intermediate grades; (3) personal experience as to difficulty; and (4) the nature of the material handled.

In each book, the pages of actual prose reading were counted. An examination was made of every tenth page, in order to determine the frequency of the various types of word groups particularly selected for examination. Tabulation was made and totals secured on data of the number of pages of prose in each book. The per cent of frequency of each type of word group construction was determined for each book on the basis of total word groups found. Also, the average number of constructions per sentence was computed. These findings then were compared and averaged for each grade level.

Findings. The findings are as follows:
Frequency of Clause Constructions Found in Fourth-Grade Readers.

1. The clause construction is found frequently in fourth grade reading texts, with an average frequency of 2.9 per sentence.
2. The adverbial clause constitutes 51.08 per cent of the total, noun clauses constitute 29.7 per cent, and adjectival clauses constitute 18.7 per cent of the total clauses. Hence, all forms are found frequently enough to warrant emphasis.
3. The adverbial clause of "time" is the most frequent adverbial construction of this nature.
4. Adverbial clauses of condition, manner, and cause show a relatively high per cent of frequency.

Frequency of Phrase Constructions Found in Fifth-Grade Readers.

1. The phrase construction has a high rate of frequency in fifth grade readers, with an average of 2.2 per sentence.
2. The adverbial phrase appears most frequently, constituting 51.1 per cent of the phrase constructions examined.
3. The adjectival phrase constitutes 27.3 per cent of the total, and the non-modal verb phrase constitutes 21.35 per cent of the constructions examined.
4. The infinitive construction composes almost two-thirds of the total non-modal verb forms examined.

Frequency of Noun and Verb Word Groups Found in Sixth Grade Readers.

1. Noun and verb constructions are found with a high frequency rate in sixth grade reading texts.
2. Their relative frequency indicates that both constructions should receive emphasis at this level.

Suggestions to the Classroom Teacher.

1. Organization of the class into groups of comparable reading ability.
2. Selection of material to suit the needs and abilities of the various groups.
3. Direction of the child's individual supplementary reading along lines of pupil interest in order that successful achievement will be the outgrowth of wide reading experience.
4. Frequent use of oral reading.

5. Repeated emphasis upon the various techniques of reading in order to increase reading rate and comprehension.

Recommendations to Teachers of Remedial Reading. For purposes of remedial instruction the following procedure is suggested. The remedial teacher should have at hand a permanent file of individual case study records. These should include records of the mental level and intelligence quotient of the child, secured through the use of individual rather than group tests. They should also contain reports of results of carefully constructed and carefully administered standardized diagnostic and reading comprehension tests. The remedial teacher should use graphs in order to give the child a realization of his progress in reading rate, comprehension, and fluency of word usage in writing. Simple one or two step exercises in finding the correct word groups, true or false exercises, and matching exercises are found helpful. Frequent exercises with particular emphasis upon scanning, phrase finding, and analysis of content are recommended for the more mature readers.

Cash, Margaret Elizabeth. "A Special Subject Spelling List for the Elementary Language Course of Study." University of Iowa, Iowa City. 1940.

From papers collected from sixth grade classes in language, geography, and history, 100,300 running words were tabulated. An alphabetical list was made to show the words used in all three subjects, the frequencies in each subject and total frequencies of the words in the combined list. The different words in the composite list showed a total of 4089 words.

Cavin, Grace K. "An Analysis of Twenty Intermediate Grade Reading Tests." University of Boston, Boston. 1940.

Compares tests for structure, content, sensitivity, standardization, etc.

Conrad, Adelaide. A master's thesis studying certain aspects of the comics, and children's reaction to them. Temple University, Philadelphia, Pennsylvania. 1940-41. (In progress)

Crosscup, Richard B. "A Survey and Analysis of Methods and Techniques for Fostering Growth of Meaning Vocabulary." University of Boston, Boston. 1940.

Cunningham, Jane. "A Study of School Children's Choices of Books at Public Libraries." Johns Hopkins University, Baltimore, Maryland. 1939.

The study deals with free choices of children in eight of the libraries of Baltimore, Maryland. The data are based on responses to certain items on a questionnaire card calling for: name, age, sex, grade in school, name of school, title of book, author of book, and reason for choice.

More than 2,000 cards were filled out by children whose ages ranged from six to nineteen inclusive, and who represented 59 public and 30 private schools.

Daniels, Katharine H. "Evaluation of Certain Informal Reading Tests." University of Boston, Boston. 1940.

Experienced teachers estimate a child's reading level through informal tests as reliably as do standard tests. Their evaluation of significance of faulty reading habits did not show this high reliability.

Dawe, Helen Cleveland. "A Study of the Effect of an Educational Program Upon Language Development and Upon Related Mental Functions in Young children." Iowa University, 1940.

Certain stimulations that seemed associated with superior language ability and with superior intelligence were supplied intensively to an experimental group of children. The group without

training made smaller gains in language ability and no gains in I.Q.

Decker, Anna R. "A Study of the Reading Habits and Interests of Pupils in the Fifth Grade." University of Minnesota, Minneapolis. 1940.

Doyle, Mabel M. "Some Practical Considerations in the Production of a Storybook for the First Grade." University of Cincinnati, Teachers College, Cincinnati, Ohio. 1940.

General Statement of the Problem.

The purposes of this study are: (1) to isolate and organize criteria essential to the production of a storybook for six-year-olds; and (2) to produce an illustrative book based on such criteria. A practical viewpoint was kept in mind throughout the study.

To determine the essential criteria, it was found necessary to analyze five fields of investigation: (1) Studies to determine children's interest in the content of stories which have been written for them; (2) Studies of children's conceptions of words and ideas incorporated in literature for them; (3) Studies of vocabulary control which facilitate satisfactory adjustment to six-year-old ability; (4) Analyses of mechanical arrangement of words to suit the young child's habits of reading; and (5) Studies of appropriate illustrations and format.

Need for Such Study. The new school demands in its expanded program for the teaching of reading a wide variety of materials. There is a need for many books written within the ability of beginners. It is evident from authoritative statements that there is a scarcity of appropriate materials to suit all varieties of interest and ability. This lack is thought to be a limiting factor in the successful teaching of beginning reading.

Prior to this study there has not been an integration of the findings of the five

fields of investigation stated above. Here the findings are brought together in the form of summaries, and it is shown somewhat that they are not independent but interrelated factors in the production of a storybook for six-year-olds.

Sources of Material. In collecting materials for this study, the following sources were consulted: (1) Theses which analyzed the construction of primers; (2) Research studies reported in monographs and bulletins; (3) Research studies found in yearbooks and magazines; (4) The original analysis of the vocabularies of six primers; and (5) The opinions of authors of children's stories.

Methods and Procedure. Since the study is chiefly concerned with an analysis of opinion and practice, the method employed is the survey. Literature describing practices in the findings are summarized. Books written for six-year-olds were studied for determination of suitable literary elements. Observation was made of children's interest reactions to books, and of their difficulty in reading them.

A book was then written which attempted to include the structural and literary elements found from the survey above, to be appropriate for six-year-olds.

Its suitability was tested in an actual classroom situation. The book was placed on a reading table without comment. A record was kept of the interest shown as judged from the amount of reading done from it.

Related Studies. A canvass of the literature failed to reveal any study which brought together the materials as here summarized. Many studies dealt with the isolated factors. Parallel studies discussed some of the factors as related to textbook construction.

Findings. The findings may be summarized as follows:

Interest. Much thought has been given to the study of interest. From these studies, it is found that realistic materials dominate children's literature. There is some indication of the return of the fanciful. Interest is not a static quality, and therefore, no formal list can be used exclusively as a guide in writing books for children.

Concept. A new and important field has been opened in the study of concept. Not enough research has been done to justify the formulation of standards. But it indicates that books written in the future must consider the familiarity of little children with the ideas and relations included if the books are to be read by these children.

Vocabulary. Vocabulary control has been attacked most vigorously. From the findings some principles have evolved which are directly applicable to the construction of a book for six-year-olds. They are:

1. The total vocabulary should be kept small. The trend is toward the inclusion of less than 200 words.
2. The number of running words should be increased without extending the total vocabulary. This increase provides for a high repetition.
3. New words should be introduced gradually. There should be enough repetition of a new word to insure familiarity with it before the introduction of another.
4. A knowledge of what words a child habitually uses is essential and determinable. Many lists have been made which are accurate guides for the construction of materials for children.

Mechanical Make-up. This study reports findings concerning five elements of mechanical make-up.

It is agreed that pictures should be brightly colored and simple. They should depict the content of the text.

The size of type is judged from tradition rather than from scientific research.

Shaw's standards are usually followed. The research in the field is not considered accurate enough to set definite standards.

A book which has brightly colored covers and which approximates a five-and-a-half by seven-inch size is found to be most attractive to young children.

Lines should not exceed four inches and should not be broken between phrases. The margins should be wide enough to prevent curving of the lines.

Literary Elements. These elements are difficult to isolate. No one quality alone, rather a skillful blending of many makes the child like a book. Some elements which have been defined as successful literary qualities are: humor, characterization, plot, and imagination.

Description of the Book. The book in its final form consists of seventeen stories grouped in interest patterns. The first group includes stories about children which might actually have happened. The second group consists of five stories which end with a definite surprise. The third group has the party idea as a central theme. These three groups are realistic except for "The Squirrels' Party" which is imaginative. The final group is composed of five fanciful stories. The theme of most of the stories is either the doings of small animals or of children. The literary elements of surprise, humor, plot, and characterization were included as far as possible.

The vocabulary is carefully controlled from the standpoint of total vocabulary, number of running words, adequate repetition, and standardized vocabulary. The total vocabulary is 194, the number of running words is 3727 which gives an average repetition of 19. Only two words are used less than six times. The introduction of words is not so rigidly controlled since the book is intended to be used after a primer-level ability is acquired.

The concept content when checked against the two available sources compared favorably with that of primers.

The illustrations in the experimental book were made by the author, and although they were crude, they followed the principles of bright color, simplicity of design, and adherence to the thought of the story. The limitations of such a hand-made book are realized.

The experimental book was typed with primer size type. The length of line, width of margin, and correct phrasing followed the standards found in research.

Conclusion. Proof of the validity of the criteria used in the construction of this book for six-year-olds is found in its application to an actual situation. The book met the demands of six-year-olds when made available to them as follows: (1) Their spontaneous interest in it was shown by the fact that they read it without persuasion; (2) The vocabulary control was adequate since they were able to read it unaided; (3) The mechanical make-up was adequate, and (4) The concepts were not beyond their comprehension.

Foster, Harry K. "The Semantic Variations of Certain High Frequency Words in the Written Compositions of Eighth Grade Pupils." University of Iowa, Iowa City. 1939.

Check words as used in 1,976 compositions written during the school year 1938-39 by eighth-grade pupils in 38 different school systems in 13 states constituted the data. For the words studied in this investigation and for the criteria of social importance employed, (1) approximately one half the total number of meanings with which the words are used by eighth grade pupils are socially important; (2) approximately nine per cent of the available dictionary meanings

are utilized by the socially important meanings of the words. A considerable saving in time and labor can be made in word-meaning studies of this type through the use of Hollerith equipment.

Fuller, Everett. "A Program of Remedial Reading in the Morehead Elementary School." Kansas State Teachers College, Pittsburgh, Kansas. 1940.

The investigation attempted to determine what improvement could be made in the reading ability of the pupils in the elementary school through diagnostic and remedial teaching. Four things were attempted: (1) To determine by diagnostic procedure the reading level of the pupils; (2) To determine the principal causes of poor reading and to suggest a remedial program that could be conducted by the regular teaching staff; (3) To discover if a remedial plan of teaching reading over a definite period of time will improve reading, and (4) To find if improvement in reading was accompanied by improvement in the various other subjects.

To obtain the necessary data the measurement technique was used. The three types of tests used were intelligence, achievement, and diagnostic reading tests.

The findings indicate: (1) That the average reading grades in grade four to eight, were respectively, .5, .9, .6, 1.4, and .9 of a grade below the norm; (2) That most pupils with mental grades lower than their school grade had achieved standings equal to or above their mental abilities; (3) That there was a wide range of intelligence in each grade; and (4) That there was need for a program to meet individual differences.

The study shows that the causes of poor reading can be detected and remedial teaching made effective in the small elementary school. The average improvement in reading was above normal. Im-

provement in reading was accompanied by improvement in other school subjects.

Giles, Wilma Bernice. "Manuscript Writing in the Rural Schools of Iowa." University of Iowa, Iowa City. 1940.

The data are based on 90 questionnaires from county superintendents and 183 questionnaires from rural teachers in four counties in Iowa. Manuscript writing is taught widely in the rural schools. There is need for the teachers who are directing the training of rural teachers or supervising their work to provide for special training in manuscript writing.

Gore, Walter R. "A Comparison of Reading, English, and Arithmetic Achievements of Pupils of Spanish-American Descent and Other American-Born Pupils in the Washington School." University of Denver, Denver, Colorado. 1940.

The purpose of this study was to discover whether the reading, English, and arithmetic curriculums in the Washington elementary school are as well adapted to Spanish-Americans as to all other American-born children.

Procedure. The normative-survey procedure, together with the historical method of research, was used in this study.

The children enrolled in grade six for the school year 1937-38 who were enrolled in Washington School for the two following years compose group 1 in this study. The children enrolled in grade five for the school year 1937-38 who were enrolled in Washington School for the two following years compose group 2 in this study. The children enrolled in grade four for the school year 1937-38 and who were enrolled for the two following years in Washington School compose group 3 in this study. The Stanford Achievement Test was administered to these pupils annually in the spring of each year of this study, and the Henmon-

Nelson Test of Mental Ability was administered once to each pupil during the study.

The information on the nationalities and chronological ages of the pupils was secured from the census records of the Washington School.

The above data were compiled into tables and comparisons, giving ranges, arithmetic means, medians, standard grade norms, and standard deviations.

Summary of Findings. In paragraph meaning, the Spanish-Americans are from two to eight months below the norm for their grade, while the norms for the other American-born children are from five months below to two months above the norm for their grade.

In word meaning, the Spanish-Americans are from four to nine months below the grade level of the other American-born children. The average grade norms for the Spanish-American children at the close of this study are only one to three months below the norms for the other American-born children in language usage.

The arithmetic reasoning grade norms show that the American-born children of groups 1 and 2 are advanced from seven to nine months over the Spanish-Americans of the same group. The arithmetic computation grade norms show the other American-born children from one to thirteen months in advance of the Spanish-Americans.

Goudy, Robert N. "A Program for Developing a Critical Selection of Radio Broadcasts in the Children of the Intermediate Grades of the Jefferson Elementary School, Parkersburg, West Virginia." Ohio University, Athens. 1940.

The object of this thesis is to develop some criteria for selecting radio equipment, to set up standards for selecting and using broadcast programs, and to

outline a program for developing within the pupils of the Jefferson Elementary School of Parkersburg, West Virginia, the desire and the ability to choose the best of the programs coming over the air.

In order to become acquainted with the best thought in the field, wide reading was done on all three phases of the problem. Through conferences and extensive reading, standards were set up for judging broadcasts, and a program was outlined for developing ability to appreciate and to select them. After a survey to determine the types of broadcasts the children preferred, the program was put into effect for one semester. At the end of the semester another survey was made.

In compiling the results of the first survey it was found that the children preferred musical programs of poorer quality to the better ones; that they particularly liked serials with plenty of action and excitement; that they liked comedy best of all; and that they liked educational broadcasts least of all. Radios were found in the homes of 94.8 per cent of the children, and they listened regularly to 35.53 different programs during the week.

The second survey showed that the above findings were still true, but to a lesser degree. The poorer musical programs had lost slightly in per cent while the better programs had gained slightly. The same was true of the dramatic programs. The children showed a tendency to listen to the lighter programs such as the comedy and quiz broadcast, and to avoid those that were likely to require mental effort, such as the religious and educational offerings.

A survey of the available programs showed that the better programs on the air were designed for adult audiences, and that the programs designed for children were generally of poor quality when judged by literary standards.

Bibliography of Teacher Education: English, 1930-40

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THIS BIBLIOGRAPHY on teacher education in English aims to cover, as exhaustively as possible, those studies that have been published in the last decade. Little research was done on this subject before 1930. The references given are confined specifically to English; items of a general nature are not included. The purpose of this bibliography, which lists articles, monographs, and books, is to give teachers and prospective teachers of English an opportunity to find readily the recent research and observe trends in this field.

A survey of the material available reveals a need for extended research in the various problems confronting the teacher-training program in the numerous divisions of the English curriculum.

Abbott, Allan. "The Experience Curriculum: Reading and Literature." *Eastern States Ass'n of Professional Schools for Teachers. Proceedings*, 1936. II. p. 212-14.

Points to a reduction of formal pedagogy and procedure with more attention to the selection of a teacher to whom literature is a living force, a teacher with a growing, integrating mind.

Allen, Harold B. "Foreign Languages for Teachers of English." *Modern Language Journal*. XXII (Apr. 1938) p. 485-88.

Two years of foreign languages for English majors required in 9% of 367 colleges; in 83% of the teachers colleges contributing to study no language is required.

Allen, Harold B. "Teacher Training in the English Language." *English Journal*. XXVII (May, 1938) p. 422-30.

Surveys 373 responses from colleges. Only 183 offer teacher training in the English language. Little progress noted on the National Council's recommendation of 7 years previous.

Alvey, Edward, Jr. "A Training Procedure for Teachers of English Based on Analysis of Objectives, Outcomes, and Activities." *U. of Virginia Record*, Extension Series, Secondary Education in Virginia. No. 13 (Oct., 1931) p. 3-17.

Sets up objectives, procedures and outcomes in literature in the secondary school and establishes techniques for prospective teachers to follow.

Barnes, Walter. "A Cultural Background for the Teacher in Training." *English Journal*. XXI (Feb., 1932) p. 123-30.

Divides the curriculum into professional, academic-professional, and cultural. Cultural stressed; suggestions given.

Barrett, E. R. "English Usage for Teachers." *English Journal* (h.s.). XIX (April, 1930) p. 302-8.

Maintains traditional purist point of view.

Broening, Angela, ed. *Conducting Experiences in English*. English Monograph No. 4. National Council of Teachers of English. D. Appleton-Century Co. 1939.

The experience curriculum in practice.

Bruffey, Aimee M. "The Task of the High School Critic Teacher of English." *English Journal*. XIX (Jan., 1930) p. 72-3.

Reviews report of the chaotic condition of practice teaching.

Bryant, Donald C. "Speech for Teachers." *Quarterly Journal of Speech*. XXIV (April, 1938) p. 244-47.

Special training for teachers of speech advocated, but all teachers should receive some training in speech.

Campbell, Oscar J. *The Teaching of College English*. English Monograph No. 3. Nat'l Council of Teachers of English. D. Appleton-Century Co. N. Y., 1934.

Considers all English in college from freshman through Ph. D. Recommends for prospective teachers courses: 1) giving power to understand and judge literary works rather than information to be passed on, 2) literature read in high school, 3) development of English language, 4) methods.

Caverly, Ernest R. "The Professional Training of High School Teachers of English." *Ed. Adm. and Sup.* XXVI (Jan., 1940) p. 36-42.

Stresses the need for professional experience on the part of liberal arts majors and suggests considerations for their training.

Crabtree, Eunice K. *A Study of the Effect of a Course in Children's Literature upon Students' own Literary Appreciation Experimentally Determined in a Normal School*. Dissertation John Hopkins U. Published Washington, D. C., 1932.

Students' own literary appreciation, as determined by the Abbott-Trabue Exercises in Judging Poetry, increased by a course in children's literature. Literary appreciation can be developed through contact with best literature.

Cuff, Noel B. and Donovan, H. L. "What Freshmen Read in a Teachers College." *Am. Ass'n of Teachers Colleges Quarterly*. I (Sept., 1931) p. 8-14.

Doudna, Edgar J. "English in Teachers Colleges." *Ed. Adm. and Sup.* XXVIII (Jan., 1932) p. 31-4.

Consideration of problems of future English teachers generally not covered in courses. Cites proposals for effective preparation in English.

Doudna, Edgar J. "Professionalization of English." *Elementary English Review*. IX (Sept., 1932) p. 188-90.

Lists three skills needed by English teachers—cultural, technical, and professional.

Emery, Blanche F. "Stable Factors in the Preparation of Teachers of Literature in a Teacher-training Institution." *Junior High School Clearing House*. IV (May, 1930) p. 546-49.

Gives hints—1) Know students and their background in children's literature; 2) Furnish reading lists for equalization of background in proceeding to set up course needs.

Eurich, Alvin C. "The Adequacy of Bases for Homogeneous Grouping in Freshman English." *English Journal*. XXII (June, 1933) p. 496-501.

Discusses adequacy of the English composition program for freshmen at the University of Minnesota based on entering test. Includes exemption from the composition course, a course in composition, or no-credit remedial work.

Fowler, H. E. "Selection in the Preparation of English Teachers." *English Journal*. XXVI (April, 1937) p. 311-18.

Criteria of personal characteristics of a successful teacher established; then the following procedure adopted at Connecticut to insure obtaining satisfactory students 1) preliminary interview 2) scholastic records 3) extra-class activities 4) reports of principals and instructors 5) final interviews and college tests.

Fowler, H. E. "World Literature as a Required Course for English Teachers." *Eastern States Association of Professional Schools for Teachers. Proceedings*, 1938. XIII, p. 178-82.

Stresses the importance and value of study of world literature, not only as a required course, but also as supplementary reading in related fields.

Furbay, John H. "Better English for Student Teachers." *School and Society*. XL (Nov. 3, 1934) p. 588.

Describes plan of the College of Emporia not to permit any student to do practice teaching until he has proved his ability with the English language by passing a required test. If failed, remedial work for one semester provided.

Grey, Lennox. "The English Teacher Faces the Humanities; a Study in Implications." *Teachers College Record*. XXXIX (Oct., 1937) p. 31-50.

Discusses the trend toward English as the general background course and ways of meeting the change in colleges.

Hale, Genevieve. "Desirable Types of Advanced Training for Teachers of English." *Ed. Adm. and Sup.* XXII (Jan., 1936) p. 61-71.

Compares four types of graduate curricula for teachers of English.

Hartley, Helene W. *Tests of the Interpretative Reading of Poetry for Teachers of English*. Teachers College, Columbia U., 1930.

Cites purpose of construction of test to determine effect of various training programs in developing qualifications essential to teachers of English. Inter-correlations in developing qualifications with various phases of English given. Form A and Form B printed in Appendix: research, instruction, classification values.

Hincks, Harvey S. "Dramatics in a Teachers College." *English Journal*. XXII (April, 1933) p. 302-10.

Need and values of play production outlined.

Hogrefe, Pearl. "Our Opportunities in a Democracy Today." *College English*. I (April, 1940) p. 595-604.

Shows present-day orientation for the teacher of English.

Holmes, H. W. "The English Teacher and Educational Theory: the Sorry Business of Meeting State Requirements." *School and Society*. XLVIII (Aug. 6, 1938) p. 177-79.

Suggests discarding certification by credits and establishing certification through examinations and an internship proving fitness to teach.

Hulman, Hermine. "A Student's Evaluation of the Theory and Practice of English as Presented in Indiana State Teachers College." *Teachers College Journal*. (Indiana) IV (Sept., 1932) p. 58-62.

Surveys the English methods course as taught to the author, its application and value.

Jewett, Ida A. "A Decade of Research in English in Teachers Colleges." *Elementary English Review*. XI (Jan., 1934) p. 21-29. Revised *Teachers College Record*. XXXV (March, 1934) p. 460-72.

Surveys the research of the decade in various fields of English, giving an annotated bibliography.

Jewett, Ida A. "English in State Teachers Colleges." *English Journal*. XIX (April, 1930) p. 321-28.

Increase noted over a period of thirty years in elective groups-language, rhetoric and composition, literature, oral expression, methods, and deficiencies of offerings cited.

Jewett, Ida A. and Hays, Edna. "An Examination of Recent Literature on the Education of Teachers." *Teachers College Record*. XL (Nov., 1938) p. 129-49.

Excellent general bibliography in this field.

Jewett, Ida A. "Selection of Subject Matter in English." *English Journal*. XXI (March, 1932) p. 223-30.

Various criteria given for a rounded curriculum in English for a teachers college.

Johnson, Freida. "The Spirit and Breadth of Freshman Composition." *English Journal*. XXII (April, 1933) p. 319-24.

Discusses the purposes of freshman composition, contents of the course, and gives a list of interesting helps for oral and written work.

Johnson, Roy I. "The Old and the New in English Instruction." *Elementary English Review*. VII (Jan., 1930) p. 11-14.

A guide to building a progressive course in English.

Kepner, C. W. "How to Improve Teacher Education through Academic Subjects." *School and Society*. LI (March 23, 1940) p. 383-84.

Pleads for academic subjects for teachers

1) to stimulate thinking processes 2) to produce richer individuals.

Kriner, Harry L. "An Experiment in College Freshman English." *English Journal*. XXII (Oct., 1933) p. 672-74.

Shows tentatively that students making high scores in the Cross English Test and Thorndike's Psychological Test are able to gain as much with one semester of fundamentals and one of literature as students equal in English ability, but lower in psychological tests, in two semesters of fundamentals.

Kurtz, Kenneth. "Teaching Literature: as Artist or as Scientist?" *English Journal*. XXVII (Jan., 1938) p. 43-50.

Pleas for the teaching of English as an art rather than as a science; enthusiasm and appreciation on the part of the teacher rather than pedantry and sterility; culture rather than research.

Lancaster, J. H. "A Guide to Literature on the Education of Teachers." *Ed. Adm. and Sup.* XIX (May, 1933) p. 363-72.

Title self-explanatory; valuable sources given.

LeFevre, Alice. "Reading Guidance—a Course for English Majors." *English Journal*. XXIV (May, 1935) p. 411-15.

Sets up a course of literature, selection of tools through the interests of boys and girls of secondary schools.

Leigh, Marjorie C. "A Guide to the Literature of Teacher Training." *Peabody Journal of Education*. XVII (May, 1940) p. 388-94.

Discusses and lists sources of teacher-training literature.

Lightball, Vera. "Experimenting with a Teachers' Course in English." *English Journal*. XIX (Dec., 1930) p. 808-14.

A theory course with practical applications—devising literary background tests, and standards for judging texts, gathering a bibliography, planning a curriculum.

Leonard, Paul J. "English Language, Composition, and Literature." *Review of Educational Research*. X (April, 1940) p. 107-25.

Lists bibliography in above fields published from 1936-39 with some doctor's and master's theses.

McConnell, Robert E. "Speech Education for Teacher Training." *Elementary English Review*. XII (Dec., 1935) p. 274-76.

Discusses the essentials of speech education for teachers colleges. Example—curriculum of Washington State offering courses in 1) fundamentals, 2) advanced interpretation, 3) speech correction, 4) techniques needed in the elementary school.

Macdonald, Adrian. "Cultural Backgrounds for Teachers in Training." *English Journal*. XX (May, 1931) p. 400-406.

Lists three aims to a course: clearing ground, broader interests, cultivation of "articulateness."

Maus, Julia A. "What Training for Teachers of English?" *English Journal*. XX (May, 1936) p. 234-42.

Summary of a study of teacher graduates at the University of Minnesota with the view of evaluating their training towards changing the curriculum to meet demands of teaching. Results—more contemporary literature, more adolescent literature, extra-curricular activity

training, and mechanics of the English language.

McCowen, Annie M. "Professional Preparation for Teaching Spelling." *Elementary English Review*. VII (June, 1930) p. 139-42.

Study based on present practices in spelling methods courses; questionnaires sent to 23 teachers colleges.

Meeks, Leslie H. "A Glance Towards the English Department." *Teachers College Journal* (Indiana). IV (Jan., 1933) p. 211-12.

Summarizes studies conducted by the English Department of Indiana State Teachers College, chiefly in the fields of positions and curricula.

Meeks, Leslie H. "Reaction of the Teacher in the Field: College." *Teachers College Journal* (Indiana). IV (Sept., 1932) p. 64-69.

Records the changes in curriculum at Indiana State Teachers College through a questionnaire sent to graduates in English.

Miller, Victor C. "English Placement Testing in Indiana State Teachers College." *Teachers College Journal*. (Indiana). I (Jan., 1930) p. 79-81.

Successful use of placement based on tests covering trials of several years; aim of remedial course is drill on mechanics.

Mirrilees, Lucia. "Project in Teacher Training." *English Journal*. XX (Sept., 1931) p. 566-70.

Describes a project in choosing high school literature books. Outcomes: knowledge of materials, latest works, spending public money, the principle of "noblesse oblige."

Mulgrave, Dorothy. "Aspects of Speech Training in Teacher Training Institutions." *English Journal*. XXII (June, 1933) p. 472-77.

Shows ways of providing for speech tests, remedial work, regular courses, methods, and appreciation.

Mulgrave, Dorothy. "Speech Aspects of the Experience Curriculum." *Eastern States Ass'n. of Professional Schools For Teachers. Proceedings*, 1936. XI, p. 214-16.

Notes the gain of speech as an individual course and aspects to be considered in such a course (phonetics, both English and foreign language). Further improvement in course content imperative.

National Council of Teachers of English. Conference on College Problems (1931). *English Journal*. XXI (Feb., 1932) p. 142-145.

Research in graduate training of teachers of English and opinions of various educators.

National Council of Teachers of English. *An Experience Curriculum in English*. D. Appleton-Century Co., 1935.

Kindergarten units through college given.

Painter, William I. "Teacher Training in English Literature." *School and Society*. XLVIII (Oct. 29, 1938) p. 568-72.

Shows how college courses do not supply background of reading done by adolescents. As a result of a study of 12 colleges proof is given of the need for a course in adolescent books.

Parks, Carrie B. "The Selection and Training of Prospective Teachers." *English Journal*. XXVI (Feb., 1937) p. 151-56.

Round table of practices and ideas in English of some of our leading educators.

Parks, Carrie B. "State-wide Programs for Teacher-training in English." *Virginia Teacher*. XIII (March, 1932) p. 57-58.

Briefly surveys 54 states and territories in 41 of which there is no uniformity of teacher-training curriculum.

Payne, Margaret. "Reaction of the Teacher in the Field: High School." *Teachers College Journal* (Indiana). IV (Sept., 1932) p. 69-77.

Suggests from personal experiences valuable preparation; includes foreign languages, history of art, speech, play production.

Pendleton, Charles S. "The Peabody College Plan of Training Teachers of English." *English Journal*. XXIII (June, 1934) p. 477-80.

Not conclusive; merely considers the Peabody trial elimination of college methods courses and the experiment of more teacher-training students per pupil enrollment.

Reinhardt, Emma. "Reading Interests of Freshmen in a Teachers College." *Teachers College Journal* (Indiana). II (Nov., 1930) p. 57-60.

Surveys reading of light fiction at Eastern Illinois State Teachers College; few magazines of high literary value read, mostly women's magazines; only a few sensational sports and comics in newspapers. Charts and detailed tabulations presented.

Rodigan, Mary V. "New Approaches to Aims in Interpretative Reading in Teachers Colleges." *Quarterly Journal of Speech*. XXIV (April, 1938) p. 205-08.

Aims of the course: esthetic, therapeutic, functional. Deals with contents, development, and testing of results.

Roller, Bert. "Some Problems in the Training of Teachers of English." *English Journal*. XIX (April, 1930) p. 307-12.

(Cf. Ida Jewett. XIX, 321-28.) No significant experiments exist on the training of teachers of English; confusion in subject matter and methods.

Sanderson, Virginia S. "Speech Education for Teachers—a Frill or a Necessity?" *English Journal*. XXIII (May, 1934) p. 389-95.

Stresses the importance of effective expression and the necessity of adequate speech training for all teachers.

Sanford, Charles W. "Teaching Extensive Use of the Library to Prospective Social Studies and English Teachers." *School and Society*. XLIV (Dec. 5, 1936) p. 736-37.

Shows need for teacher to be trained to use library facilities for instructional purposes.

Illinois added one-hour library course; aims, units, results outlined.

Seely, Howard F. "Composition Work in Teacher-Training Courses." *English Journal*. XIX (March, 1930) p. 233-42.

Presents a survey of the composition preparation of English teachers. Remedies suggested: two writing courses, a grammar course, methods of teaching composition in high school.

Smith, Dora V. "The Academic Training of High-School Teachers of English." *Harvard Educational Review*. VIII (March, 1938) p. 191-97.

For an essential background of liberal culture the following aspects listed as demanding attention: training in speech, use of the library, journalism, dramatics, world literature, contemporary literature, composition, and history of the English language.

Smith, Dora V. "Extensive Reading in Junior High School: A Survey of Teacher Preparation." *English Journal*. XIX (June, 1930) p. 449-62.

Summarizes tests on junior high school reading interests given to teachers; plea for wider acquaintance of teachers with books of that level.

Smith, Dora V. "Selected References on National Survey of Secondary Education. Monograph, no. XX, 1933.

A "must" on every English teacher's list.

Smith, Dora V. "Selected References on Secondary-school Instruction." *School Review*. XLVIII (Feb., 1940) p. 131-34.

General bibliography for the high school cadet or regular teacher.

Smith, Dora V. "Selected References on Elementary School Instruction: English." *Elementary School Journal*. XL (Oct., 1939) p. 137-39.

Bibliography for the cadet or regular teacher.

Smith, Henry L. and Painter, William I. *Bibliography of Literature on the Teach-*

ing of English from January 1, 1930, to January 1, 1936. Bureau of Cooperative Research, Indiana University, 1936.

Comprehensive, though few items on teacher-training.

Smith, Ruberta N. "A Viewpoint in Preparing Teachers of Reading." *Elementary English Review*. XII (Dec., 1935) p. 271-73.

Tells the vital importance of teaching "to read" as well as "how to read." Suggests training for a teacher of children rather than of subject matter.

Snyder, Franklin B. "The Preparation of High School Teachers of English." *North Central Ass'n Quarterly*. XII (Oct., 1937) p. 236-402.

Considers the broad aspects of native and acquired equipment necessary to the successful English teacher.

Sprague, Harry A. *A Decade of Progress in the Preparation of Secondary School Teachers*. Teachers College, Columbia U. Contributions to Education, No. 794, N. Y., 1940.

Displays tables of courses and hours required in English in teachers colleges in 1928 and 1938. Literature prescriptions in English major increased 30%.

Stockard, Orpha. *An Analytical Study of the Professional Preparation of Teachers of English in the Public Schools of Missouri*. Dissertation. University of Missouri, 1935.

Presents the requirements of the adequately prepared high school teacher with a major or minor in English at the University of Missouri, compares various types of teachers in the field, and proposes conclusions and recommendations.

Tauber, Abraham. "A Guide to Literature on Speech Education." *Quarterly Journal of Speech*. XX (Nov., 1934) p. 507-24.

Gives sources of material on speech education—abstracts, associations, bibliographies, indices, periodicals, etc.

Temple, Alice, ed. "Modern Trends in Teacher Preparation and Teacher Guidance." *Association for Childhood Education*. Pt. II. Washington, 1932.

Considers problems of teacher preparation and procedures and more modern trends.

Tilson, Martha. "Literature Courses I Have Known in Indiana State Teachers College." *Teachers College Journal*. (Indiana) IV (Sept., 1932) p. 62-64.

Includes courses in world literature, nineteenth century literature, high school literature, American literature, and contemporary literature.

VanEtta, Eva. "Qualifications of the High School Play Producer." *Quarterly Journal of Speech*. XVI (Nov., 1930) p. 460-69.

Explains necessity of a teacher having some training in drama. Sets forth the organization of a high school play.

Wagner, Marie, E. *Ability of Prospective Teachers in the Interpretation of Poetry and in Teaching the Interpretation of Poetry*. Dissertation. New York University, 1932.

Watson, Goodwin and Newcomb, Theodore. "Improving Reading Ability among Teachers College Students." *Teachers College Record*. XXXI (March, 1930) p. 535-39.

Experiment proving the reading rate can be increased, particularly if the experiment is prolonged; those with the greatest initial speed and higher intelligence make the most progress.

Wiggins, D. M. and Landers, Madge M. "The Preparation of English Teachers in Texas High Schools." *High School Quarterly*. XX (July, 1932) p. 174-79.

Presents a survey of the training of high school English teachers in Texas, concluding that an analysis of teaching demands is necessary for reorganization of the teachers college curriculum in English.

America In Story

A Regional Bibliography

PEARL W. LYONS

Clark School, Flint, Michigan
(Continued from October)

NEBRASKA

Nearly all of the Western Movement stories, moving along the Oregon Trail, deal with Nebraska. Refer to the other states for these stories.

War Paint and Powder Horn. Vernon Quinn. Stokes.

Bad men and bandits, lost trappers, fighting with the Comanches, holding up the overland stage, and the excitements of the Santa Fe trail all are in this book. Each chapter tells of the adventures of some famous frontiersman.

NEVADA

Buckaroo. Fjeril Hess. Macmillan.

This is a story of Piñon ranch in the cattle country of Nevada. Older girls.

The Pony Express Goes Through. Howard R. Driggs. Stokes.

From St. Joseph, Missouri, to Sacramento, California, brave boys and ponies carried the mail over mountains, deserts, rivers, and plains in the 1860's.

NEW HAMPSHIRE

Boy with a Pack. Stephen W. Meader. Harcourt, Brace.

Putting every cent he owned into a tin trunk of "Yankee notions," seventeen-year-old Bill Crawford walked from New Hampshire to points west. He crossed Vermont, New York, Pennsylvania, and entered Ohio, encountering horse-thieves, canal-boat life, and the workings of the Underground Railroad.

Red Horse Hill. Stephen W. Meader. Harcourt, Brace.

The story of a roan colt, the like of which was never seen before nor since, and of the boy for whom he won the race.

King of the Hills. Stephen W. Meader. Harcourt, Brace.

A boy's experience with Old Starbuck, a stag, in the woods of New Hampshire.

Lumberjack. Stephen W. Meader. Harcourt, Brace.

Old lumberjack days in the lumber camps of New Hampshire.

Joan Morse. Eliza Orne White. Houghton Mifflin.

Joan lives in her grandmother's old New England home, playing with Tilly and Tommy, two kittens, and Betsy, her doll. She has all kinds of childish adventures liked by five- to ten-year-olds.

The Little House In Green Valley. Clara W. Hunt. Houghton Mifflin.

The dogs, the cows, the chickens, brooks and haymows make the world interesting for the brother and sister in this story of a summer in the country. They live in the little house in which their ancestors had lived.

NEW JERSEY

Pyxie. Ethel C. Phillips. Houghton Mifflin.

Pyxie is a small boy who prefers living with the gypsies in the New Jersey woods to going to school. Amanda finds him making himself a bed of leaves after the gypsies have deserted him. The book wagon from the County Library finally persuades him to return to civilization.

Ride The Wind. Ethel Calvert Phillips. Houghton Mifflin.

This book describes interestingly the arrival of Henry Hudson in the Half Moon. A boy and a girl of the Hackensack band of the Delaware Tribe carry the story on.

Drums Of Monmouth. Emma Gelders Sterne. Dodd.

This is a book for older boys. Phillip Freneau and Hugh Breckenridge are in their last years at Princeton and are very much interested in the growth of the Whig party, the opening of the Revolutionary War, and the beginning of the Republic under Washington, Jefferson and Lafayette, and Aaron Burr.

NEW MEXICO

Trailer Tracks. Harriet F. Bunn. Macmillan.

This story was described under Minnesota, but may also be used here, for the trailer tracks end in New Mexico.

Adella Mary In Old New Mexico. Florence Crannell Means. Houghton Mifflin.

Adella Mary, with her brother and sister and colored mammy, travel from St. Louis to New Mexico over the Santa Fe trail to visit the invalid mother in Taos. The visit turns into a long one, full of Indian hatred, friendship, killings and friendship with Kit Carson and his lovely wife. Mr. Hoskins is called away on business, to rescue one of his teamsters, is held as a hostage during the Mexican war and Adella Mary is left in sole charge of the household. 10 to 15.

Dark Circle Of Branches. Laura Adams Armer. Longmans.

Na Nai is sent to New Mexico by the American troops under the command of Colonel Kit Carson. The Navajos are not happy at Bosque Redondo, and long for their old home in the Canyon de Chelly to which they are returned after four years' exile. 8 to 12.

One Little Boy. Emma L. Brock. Knopf.

Sleeping-in-the-morning is a small Indian boy of Taos, who one afternoon climbs down the ladder from his house at the top of the famous pueblo, and crawls into a mud oven, visits the storekeeper and meets Pinyon Jay, the Turkey, and the prairie dogs. 4 to 8.

NEW YORK

Marty Comes To Town. Ethel C. Phillips. Houghton Mifflin.

Marty, short for Matilda, leaves her farm home and goes to live with her aunt and uncle in New York City. The changes from house to apartment house, small school to a many-roomed city school, and country roads to brick pavements are hard to make, but Marty comes through with flying colors.

Belinda And The Singing Clock. Ethel C. Phillips. Houghton Mifflin.

Belinda's father gives her a singing clock for her eighth birthday. Father, clock, and Belinda set out in a brand new trailer along the Hudson River and through Rip Van Winkle's country. She would have been content to go on forever but something happens to the trailer and the clock.

Along The Erie Towpath. Enid LaMonte Meadowcroft. Crowell.

The yellow fever epidemic in New York City in 1823 carried away Stephen and Emeline's parents. The only person to turn to was widowed Aunt Polly in Albany, whom they had never seen. What was their surprise to find that she already had six children and a bakery to look after!

The Gold-Laced Coat. Helen Fuller Orton. Stokes.

This is a story of Colonial days at a French camp near Niagara Falls. Phillip, whose father is commandant at the Fort, has traveled from France alone, to live with him. To his father he brings his gold-laced coat to remind him of the good times at home. This coat, his choicest possession, is sacrificed to an Indian to save a little English girl captured in an Indian raid.

Seven Beads of Wampum. Elizabeth Gale. Putnam.

Little Marita van Burgh left her grandfather's nice home in Holland in 1628 to come to her father and mother in New Amsterdam. The father, finding things are not as fine and easy as they were said to be, leaves for the West Indies to look for a better home but never returns. Marita and her mother, through their kindness, make many friends, even with the Indians. But when the kind, easy-going governor, whom the Indians like, is removed and a sterner man put in his place, the troubles begin.

NORTH and SOUTH CAROLINA

The Flop-eared Hound. Ellis Credle and Charles Townsend. Oxford.

Boot-Jack, who lived with his Mammy and Pappy in a cabin in North Carolina, is lonely with no brothers or sisters to play with. Along comes a flop-earned hound who is lonely too. They make a good pair, trying to be good but never quite managing to achieve it. 4 to 10.

Benji's Hat. Mabel Leigh Hunt. Stokes.

This is a story of an eight-year-old Quaker boy of North Carolina, and the troubles he has about this hat.

Little Carolina Bluebonnet. Mabel Pugh. Crowell.

Carrie, the youngest of seven children, has to wear a sunbonnet to keep away the freckles. She almost gets caught on a train trestle, sees a train wreck, catches a 'possum chicken thief, and helps big sister get married.

Susanna and Tristram. Marjorie Hill Allee. Houghton Mifflin.

Susanna, a brave Quaker girl, finds herself in all kinds of tight places when she tries to help an older relative (who is known as the President of the Underground Railway) in a daring rescue. *Roads to Carolina* is a sequel. For older girls.

Blackbeard's Island. Rupert S. Holland. Lippincott.

Tom finds an old map of Blackbeard's Island which looks like treasure. With Rodney and Steve he locates the island and the treasure, but two villains and a storm complicate things.

Shuttered Windows. Florence Crannell Means. Houghton Mifflin.

The simple gaiety, and kindly philosophy of the island people off the coast of South Carolina are shown when Harriet Freeman, a sixteen-year-old colored girl, goes there to live with her great-grandmother.

NORTH and SOUTH DAKOTA
By The Shores Of Silver Lake. Laura Ingalls Wilder. Harper.

The Ingalls move from Minnesota to the Dakotas in the days when the railroads were stretching to the west.

The Jumping Off Place. Marian Hurd McNeely. Longmans.

Enduring drought, blizzards, and skeptical neighbors, the four Linvilles, orphaned, struggled along on their uncle's claim on a Dakota prairie for fourteen months till the deed was theirs.

OHIO

Winged Moccasins. Abbie Johnston Grosvenor. D. Appleton.

This is about the Mound Builders, and covers what are now the states of Michigan, Ohio, Indiana, and Illinois. The capital city of these people was at Chillicothe, Ohio. The hero is a fleet-footed youth whose traveling companion is a young wolf. When his tribe is threatened by nomad Indians, they gather to defend Fort Ancient.

"Hello, the Boat." Phyllis Crawford. Holt.

In 1817 a pioneer family migrate down the Ohio river in a boat fitted up as a store, carrying pots and pans, bonnets, dry goods and "Yankee notions." The settlers along the shore would call, "Hello, the boat!" when they wished to buy things, and thus the family

earned their way to the land beyond the Alleghenies.

Mississippi River Boat. Edwin L. Sabin. Lippincott.

Refer to Mississippi for review.

Rocky Fork. Mary Hartwell Catherwood. Lothrop.

Melissa lived in Ohio in the days when girls wore pantalettes and went to school as a special favor. Her favorite interests in life centered around tree houses, currant pie, and wax dolls.

Boy With A Pack. Stephen Meader. Harcourt, Brace.

Refer to New Hampshire.

Little Mr. Clown. Helen Haiman Joseph. Harcourt, Brace.

This story might be of any place but as the lady who wrote it is founder of the Puppet Theatre in Cleveland, Ohio, we'll say it all happened there. Little Mr. Clown got lost when he was scarcely finished. Collie, very mischievous, left him on the street where Sammy found him and loved him very much. But he just has to return him to the puppet theatre where he is a great success.

OKLAHOMA

Many of the westward movement stories include the Oklahoma territory. Refer to other states for covered wagon travels.

OREGON

Many of the Westward movement stories mention or end in the Oregon territory.

Young Mac Of Fort Van Couver. Mary Jane Carr. Crowell.

Refer to Washington state for review.

On To Oregon. Honoré Wilsie Morrow. Wm. Morrow.

John, very disobedient while his father and mother are living, pays for it on the long journey from Ohio to the Oregon territory when he must fill their shoes, guiding his five younger brothers and sisters. Kit Carson, Uncle Billy, and Doctor Dutch help him, and he in return is able to help each of them. Excellent. 10 to 14.

Once In The Springtime. Margot Austin. Scribner.

Easter eggs, rabbits and guinea pigs come with delightful surprises to the children living in the big red house. For younger children.

New Books for Boys and Girls

MIRIAM BLANTON HUBER*

Altadena, California

A Dog of His Own. By Laura Z. Hobson. Illustrated by Jane Miller. Viking, 1941. 36 pp. \$1.00.

A Dog of His Own is a delightful book and will be thoroughly satisfying to a young child who loves dogs. To an adult it is very funny, and to a young child it will seem "right" in every respect.

Mikey was given a black Spaniel on his fifth birthday. He named the dog Inky and loved him very much. Then he got to thinking if it was fun to have one dog of his own, it would be twice as much fun to have two dogs. So he asked his Aunt Lulu (Daddy and Mommy were off on a vacation) please to get him a Scotty. And his Aunt Lulu, who was a very foolish woman, did. In turn he wished for and got a Dachshund, a Poodle, a Wire-Haired, a Bull-dog, a Sealyham, a Mexican Hairless, a Chow, and a great big tremendous Great Dane. Now ten dogs were really more than Mikey could manage and things got very mixed up. When Daddy and Mommy came home he agreed willingly to give a dog to each of nine friends of his. His friends were happy, and Mikey was "a hundred million and forty-seven times" happier with his own Inky than he had ever been before.

The large full-page pictures facing each page of text are full of action and very, very funny.

The Adventures of Dudley and Gilderoy.

Adapted by Marion B. Cothren. Illustrated by Rojan-Korsky. Dutton, 1941. 32 pp. \$1.00.

The original *Dudley and Gilderoy*, from which this story is adapted, was published in 1929, the work of Algernon Blackwood, the famous English novelist. Blackwood wrote it for adults and called it "nonsense." Blackwood's tale was subtle and sophisticated, and though Miss Cothren has selected the simpler episodes, subtle and sophisticated it remains.

Dudley was a large grey, red-tailed parrot, and Gilderoy, a ginger-colored cat. They

grew tired of their home in the country and by devious maneuvering took a railway trip to London. There they became part of the



From *A Dog of His Own*. Viking.

household of Mrs. de Mumble's flat. Gilderoy took advantage of an open window and extended his experience with life on London roof-tops. In time they were returned to their home in Muddlepuddle.

Both Dudley and Gilderoy are caricatures of people, extremely clever caricatures, but not ones that children understand. Perhaps to British children they may seem funny, but most American children would be puzzled and confused and disappointed at not being able to get the point.

The pictures were made in Paris before the present war by Feodor Rojankovsky. Like all his work, they are delightful.

*Editor and Compiler of *Story and Verse for Children*. Macmillan.

Johanna Arrives. By Winnifred Bromhall. Illustrated by the author. Knopf, 1941. 58 pp. \$1.25.

The gay design and illustrations of this book will be very attractive to children. The nicely proportioned pages are printed in clear blue ink and bold, rounded type. The pictures, also in blue with touches of red, show the Dutch costumes and figures effectively.

The story, which takes place before the war, concerns Johanna de Groot, a little girl of seven. She is happy in her home in Holland, in the little house with a red tiled roof and gaily painted doors and windows. The cows, Hilda and Gretchen, are loved as if they were pets. Johanna learns to skate and has other good times. Then her father decided to take the family to live in America. The trip on the big ship was fun, but the new American home is strange and different. Johanna has a difficult time learning English and adjusting herself at school. When winter comes and the pond is frozen, Johanna distinguishes herself as a skater, even winning the big silver cup at the Carnival. This success and the praise she receives make her and her whole family feel at home and happy in America. Thus Johanna "arrives."

The elements that make this story should be interesting to children. Unfortunately the style is not at all childlike—the long involved sentences are very difficult. The story does not seem real, it does not seem to be happening before our eyes, but rather to be a series of pictures in nostalgic memory.

The illustrations are appealing. They show the Dutch dress that we like to think of as typical, wooden shoes and all. It is doubtful, however, if a Dutch family in comfortable circumstances, emigrating to America, would wear for the trip and continue to wear in their new home, costumes quite so provincial.

A Name for Obed. By Ethel Calvert Phillips. Illustrated by Lois Lenski. Houghton Mifflin, 1941. 117 pp. \$2.00.

This is an unusually wholesome and pleasing story for seven- and eight-year-olds. Its simple, everyday doings have staunchness and integrity and a satisfying flavor, distinctly American. The point of view and style are natural and childlike.

A little boy, Obed Timmons, lives with an aunt and uncle in Connecticut. His name,

Obed, is laughed at by the other boys. Obed thinks he will try to have his name changed. He and his dog, Snicker, go to live with another aunt in Maine. This time it is a young aunt, and they live in a house left to the two of them by the boy's grandfather, Captain Obed Timmons. He and Aunt Sarah open a candy shop for summer visitors, and by hard work, make it a success. Obed digs clams, tends the beach ponies, and helps in the shop to do his share in earning their living. He makes some fine friends and has interesting adventures. He learns what a brave man his grandfather was, and instead of being ashamed of the name Obed, he grows to be proud of it. He earns his own right to the name by doing some brave things himself.

The plot is simple, but it moves forward in a forthright, natural way with sustained interest. The pictures are not Lois Lenski's best, but they add spirit and charm to the text, which is simple enough for third-grade children to read for themselves. This was one of the Honor Book in *Herald-Tribune's* Children's Spring Book Festival.

All about David. By Elizabeth Mifflin Boyd. Illustrated by Tony Sarg. Winston, 1940. 117 pp. \$1.50.

This is a story of a year in the life of David Marshall when he was about nine years old. David lived in a comfortable suburban home, near a river and only a few hours from the seashore, probably in one of the suburbs of Philadelphia. He goes to school, takes part in athletics, coasts on his sled in winter, swims in summer, enjoys Hallowe'en, and has adventures with boys and girls of his own age.

The book has an easy but artificial style and lacks reality throughout. The incidents are interesting enough in themselves, but the author gives the impression that she does not regard them as really significant and must therefore dress them up with a sort of false enthusiasm. The black and white drawings also lack distinction. It is not an important book.

Pete. By Tom Robinson. Illustrated by Morgan Dennis. Viking, 1941. 139 pp. \$2.00.

This book was a Junior Literary Guild selection for last April and was awarded the prize for the best book for children under twelve in the *Herald-Tribune's* Children's Spring Book Festival.

Pete is an Airedale, but his story is not a conventional dog story. He is not a hero, though he has pluck enough when the circumstances warrant it. He has no nose for hunting and does not bother to learn many of



From PETE. Viking.

the things dogs usually learn. But he likes his family of three boys and they like him. He is himself much like a boy, belonging to the neighborhood gang of dogs, and narrowly missing getting into trouble on numerous occasions.

It is a refreshing story. A dog story from the point of view of the dog is an interesting variation, though the author is not consistent in maintaining it. There are lapses and discrepancies. The interest lags at times but picks up again. There is not a connected plot and the story lacks the movement forward to a climax that is most satisfying to children. But like the character of Pete himself, the reader likes the story in spite of things he misses in it.

Morgan Dennis is famous for his pictures of dogs, and these will attract and delight children, and grown-ups as well.

Hilla of Finland. By Geneva de Malroy. Illustrated by Frederic Anderson. Nelson, 1941. 287 pp. \$2.00.

The author, Countess de Malroy, is a native of Sweden. She spent her girlhood near the Finnish frontier and has since lived for periods in Finland. She speaks the language and knows the country. Many of Hilla's adventures are true ones that happened to her. She was in Finland at the outbreak of the present war and is donating half of the royalties of this book to the relief of needy children in Finland.

The illustrator, Frederic Anderson, is an American of Finnish parents. He speaks Finnish and loves the country. His remarkable pictures are bold and clear, full of action and genuine beauty. The combination of author and artist makes this an important and significant addition to books of travel for children.

Hilla is a little ten-year-old girl who lives in the south of Finland. Her father has an opportunity to act as guide for an American author who wishes to travel to the north of Finland, and Hilla accompanies them. Through the eyes of this most likable child we are given a most interesting picture of the country, of the people, and of life in the Arctic circle. None of the information is forced, the whole book is natural, spontaneous, and childlike. There is a simple mystery that runs through the story and is brought to a satisfactory solution. The account of Christmas spent with Hilla's grandfather in the far north is delightful.

This was one of the Honor Books in the *Herald-Tribune's* Children's Spring Book Festival. It deserves a place in schoolroom libraries.

The Big Six. By Arthur Ransome. Illustrated by the author. Macmillan, 1941. 353 pp. \$2.00.

Arthur Ransome, one of the most popular juvenile writers in England, has a large following in this country. Boys and girls in the early teens find satisfaction in his wholesome stories of adventures of boys and girls like themselves. The settings are British, but no special familiarity with England is necessary to enjoy them. *The Big Six* is one of Ransome's best and will probably appeal to an even larger audience than his previous books because the characters are drawn from a less privileged social class.

"The Big Six" are five boys and a girl who solve a troublesome mystery.

"Who are the Big Six?" asked Pete.

"It's the Big Five really," said Dorothea. "They are the greatest detectives in the world. They sit in their cubby-holes in Scotland Yard, and solve one mystery after another."

"But why Six?"

"There are only five of them and there are six of us," said Dorothea.

"The Big Six" prove their right to the name and to their own Scotland Yard, which they established in a lean-to against the side

of a house near the boat landing. They bring the near-criminals to justice through the use of ingenious detective methods, including fingerprints and a candid camera.

The genuinely absorbing story is told with spontaneity and naturalness. The characters are sincere and loyal. The lovely English country near the North Sea, small sailing boats, fishermen, and the earnestness of real bird lovers contribute to the story, which took place before the war.

Pedro's Pirate. By Etta Baldwin. Oldham. Illustrated by Marion Cannon. Lathrop, Lee & Shepard, 1941. 215 pp. \$2.00.

The background of this story is that of seventeenth-century Panama and its capture and pillage by the English raider, Morgan. Pedro and Margarita, two Castilian children, were orphaned and their possessions destroyed. To their rescue came Long Arms, one of Morgan's pirates who was wounded and left behind when his comrades sailed away after sacking the city. Long Arms and the two children managed to keep themselves alive in the ruins. When the Spaniards returned, he continued to look after the children despite attempts to take them away from him. Eventually Pedro and Margarita were sent to relatives in Spain, and Long Arms went with them.

Much of the history and information, condensed in the telling of this story, will prove confusing to children, but the pirate himself they will like. He was an ugly fellow, eyebrows and teeth missing, one eye gone, and scarred from small pox, but he was staunch and loyal to the children. He had become a pirate largely by accident, and at heart was generous and good, with a strict code of behavior which he saw that the children observed.

The setting, plot, and the character, Long Arms, are unique. The story would be much more enjoyable if the author had been content to tell less or had written a longer book so that the episodes could have been presented with greater clearness.

Flip. By Wesley Dennis. Illustrated by the author. Viking, 1941. 58 pp. \$1.50.

All the large, right-hand-pages of this book carry bold, engaging pictures of Flip, a

colt, who grows from a wobbly little foal to a self-reliant young horse. A few lines of text facing each picture tell the story.

Flip's greatest desire is to be able to jump the Kentucky brook as he sees his mother do. Again and again he tries and fails. Tired out, he falls asleep. He dreams he has grown a pair of silvery wings that carry him over fences, over haystacks, and even over the high weather vane on the roof of the barn. When he awakes he sees the brook before him.



From FLIP. Viking.

Thinking he has silver wings, he sails over the brook. Then he discovers he has done it without wings.

This simple story will have decided interest for young children, though one cannot help but wish that Wesley Dennis had employed his fine pictures to tell a realistic story of a colt instead of the rather questionable mixture of fantasy and realism. An adult may rather resent the use of the Pegasus device and the obvious influence of "Fantasia," but to a child the story may seem entirely fitting and delightful. This was one of the Honor Books of the *Herald-Tribune's* Children's Spring Book Festival.

In My Mother's House. By Ann Nolan Clark. Illustrated by Velino Herrera. Viking, 1941. 56 pp. \$2.00.

"In My Mother's House" is a beautiful poetic version of what a little Pueblo Indian boy thinks of the everyday things around him, the work and ceremonies of his people, the

animals and trees and plants, and the happiness in living that centers around the plaza in which stands his mother's house.

The author, Ann Nolan Clark, is a native of New Mexico. She has spent the last ten years in the Indian Service working with children. There she found a need for books that tell of things as the Indians see them. To produce each book, she has lived for several years at a time with different Indian tribes catching the tempo of their thinking and speech. She has put these things into books for Indian children. As used by them, the books are printed in English and Navaho, English and Sioux, or English and Spanish. In *My Mother's House* was made for the children of a pueblo near Santa Fe, but is now made available for other children, white children, to read.

The point of view, the rhythm, the ideas are Indian, genuinely so, not what white people think Indians think and say. The language, the form, the entire book is beautiful, but whether white children will find it satisfying is another matter. Children who come to the book expecting a story will be disappointed. There is no plot and very little action, but there is a succession of lyric word pictures that will delight children who have experienced a unit of study of Indians of the Southwest. To appreciate these verses, and the book for the most part is verse, a good deal of information about pueblo life is needed. Children who have such information will enjoy hearing the book read aloud, a small portion at a time. It seems to me it will have to be read to children, as verse is read, to have an appreciative audience among any great number of children, even children who live in the Southwest.

This was a Junior Guild selection and the prize winning book for young children in the *Herald-Tribune's* Children's Spring Book Festival.

The illustrator, Velino Herrera, is a Pueblo Indian. He has illustrated other books and painted a number of murals, including those in the Department of the Interior in Washington. One wishes that all his drawings for "*In My Mother's House*" had been reproduced in color.

The following is an example of the loveliness and quietness of the lyrics which make up the book:

YUCCA

Yucca
Growing
So tall,
Like candles;
So white,
Like candles;
With a flower
For light.

We twist your little leaves
Into strings of thread;
We knot your strong stems
Into rope.
We weave your fibers
Into mats and baskets;
We pound your roots
For soap to make us clean.

Yucca,
Tall, white Yucca,
You make my heart sing
With your beauty.

PRINCIPLES OF GROWTH AND MATURITY IN LANGUAGE

(Continued from page 254)

activities that are sharply limited to the immediate moment or are of narrow scope.

7. Finally, there must be an audience to whom the child's spoken and written products are addressed in order to give him the feeling of reality and tangibility in what he is doing. One neither speaks nor writes in a vacuum. And with chil-

dren the audience must be close at hand—not remote. For language, whether spoken or written, is our most fundamental and primary social tool. Its meanings and patterns are not intrinsic; they gain their significance from the person and object relations in which they develop and from the effects which they produce in other persons.

NEWER APPRAISAL TECHNIQUES IN LANGUAGE

(Continued from page 249)

B. *The use of intoxicating liquors* is one of the outstanding evils of American life.

An adaptation of such a test as "Interpretation of Literature" would seem to be feasible and desirable at the elementary school level. This is particularly true of that part of the test which deals with the measurement of the reader's beliefs and attitudes and his interpretation of the author's beliefs and attitudes.

Summary

In grammar and usage the newer appraisal techniques tend more and more to use an improved scoring of pupils' written products, including their creative writing and restricted essay examinations. In literature the newer appraisal techniques are stressing the measurements of appreciation and discrimination and each employs the objectively scored type of test for this purpose. In reading interests the newer appraisal techniques include

not only the use of the interest inventory which may be objectively scored, but also the log or diary of the articles in newspapers and magazines which the pupils read. In vocabulary the trend is away from the use of synonyms toward meaning of words which require the use of phrases or sentences. In reading comprehension the newer developments tend especially to emphasize objective techniques for measuring the pupil's ability to interpret data and to apply ideas or generalizations which have been gained through reading. In work-study skills and library skills newer tests and measures of an objective sort are being developed and improved. The measurement of attitudes in reading and in language has entered an experimental stage. It appears likely, however, that further developments and improvements in many of these tests may be expected within the next few years.

BIBLIOGRAPHY OF TEACHER EDUCATION: ENGLISH, 1930-40

(Continued from page 269)

Withers, A. M. "Good-will Suggestion to Professors of English." *Modern Language Journal*. XXIII (March, 1939) p. 436-39.

Emphasizes the importance of foreign language study as a requirement for teachers of English—at least two foreign languages.

Woodridge, Eyla. "Language Instruction Is Not a Hocus-pocus Carried On by Skilled Magicians." *California Journal of Secondary Education*. X (March, 1935) p. 210-13.

Declares teachers must be better trained in writing, spelling, reading. Language instruction must be well-planned, classes small, and subject matter broad.

Zeleny, Florence K. "Remedial Instruction in Reading at the Freshman Level in a Teachers College." *Ed. Adm. and Sup.* XVIII (Nov., 1932) p. 607-20.

Question remains after research whether the results justify the expenditure of time; suggests that the reading habits of adults are fixed.

Editorial

Newer Pastures

THE AMOUNT and variety of research reported in this issue of *The Review* is impressive. This, however, is only a highly selected sampling of research even in the field of English. The figures for the number of masters' and Ph. D. theses submitted each year are truly awesome.

The very amount and intensity of interest in the statistical and mathematical approach to education (culture, knowledge—call it what you will) presages a change, however. We have always known more than we could apply. Now the balance of knowledge of obscure and minute details of almost every subject so far outweighs the possibilities of application that it seems hopeless even to attempt to put it into practice.

It would appear that we cannot profitably go on piling up investigations and researches, and expending energy in proving trivial points of questionable worth. Actually, there is almost unlimited scope for useful research, but in practice—although there is no real reason why this should be so—the number of subjects acceptable to Ph. D. committees is limited. It follows, therefore, that approved topics of investigation are sliced very thin indeed in order that they may go around, and the establishment of the date of an obscure picture, or the formula for a better ice-cream is allowed as the subject of two years of intensive work.

In part, this speeded-up production of certain types of graduate study is the result of competition and economic pressure. Promotions are apt to be given or withheld on the basis of academic degrees; accordingly, subject and effort are secondary to the job.

Articles in this issue—the discussions of Dr. Wrightstone and Dr. Anderson, and the lists of research studies prepared by Miss Hampel and Dr. Boyle—seem to indicate two new and wholesome trends in research. One is a conscious effort to make practical application of what is known—for example, a definite testing of teachers college curricula by their usefulness to graduates in their teaching (See the Hulman item in Dr. Boyle's bibliography), and the development of tests that will show appreciation, as well as comprehension of literature (Dr. Wrightstone's paper).

The second tendency is implicit rather than definite; it is an increasingly critical attitude toward the worth of certain topics of research, a serious questioning whether the information discovered or proved justifies the tremendous effort necessary to gather and present it.

There are wide fields for research; there is undiminished need for research. Education, at least, need not continue to graze in worn-out pastures.

The National Council of Teachers of English

Twenty-first Annual Meeting

Atlanta, Georgia

NOVEMBER 20-22, 1941

Convention Theme: Our Defense of American Traditions.

Friday, November 21

Luncheon Meeting, 12:00 Noon

ELEMENTARY AND JUNIOR HIGH SCHOOL TEACHERS AND LIBRARIANS

(Georgian Terrace Hotel, Ballroom)

Theme: Uncle Remus

Steering Committee: Jessie Boyd, Carnegie Library; Helen Parker, Rich's Book Shop; Evalene Jackson, Instructor in Book Selection, Emory Library School; Janice Near, Librarian, O'Keefe Junior High School; Laura R. Dodson, Atlanta Carnegie Library.

Presiding: LAURA R. DODSON, Atlanta Carnegie Library.

Personal Reminiscences of Joel Chandler Harris—JOEL CHANDLER HARRIS, JR., Atlanta.

A Reading from Uncle Remus—MRS. MARK COOPER POPE, Atlanta.

Authors of books for children will be seated conveniently to meet teachers and librarians who attend and to discuss children's literature informally with them. A souvenir program bearing the list of authors present and the titles of their books will be distributed to luncheon guests. The exhibit of children's books will be open until 5:00 P. M.

Saturday, November 22

Sectional Meeting, 9:00 A. M.

ELEMENTARY SCHOOL

(Biltmore Hotel, Pompeian Room)

Steering Committee: Lucile Harrison, Colorado State College of Education; Mrs. Floyd C. Cooper, Principal, Garden Hills School, Atlanta; Mary D. Reed, Indiana State Teachers College, Terre Haute, Chairman.

Theme: Implications of the Defense of American Tradition to the Teacher of English in the Elementary School.

Presiding: MILDRED ENGLISH, Georgia State College for Women.

1. *The Child Shall Have Opportunity in the Elementary School*
 - a. To Develop Skill in Communicating Ideas—ANN McCOWEN, Colorado State College.
 - b. To Read Discriminatingly (Speaker to be announced)
 - c. To Write Freely—PAUL WITTY, Northwestern University
2. *Developments in the Elementary English Section*—MARY D. REED, Indiana State Teachers College, Terre Haute.